THE SafetyZone

VIOLENCE, CRIME DECLINING AT SCHOOL
By ANNIE WOO

Tragic, high profile cases of school violence have repeatedly seized the public's attention over the past several years. Despite these incidents, students were about three times more likely to be victims of nonfatal, serious, violent crime away from school than at school, according to a new report on school safety. In 1997, students aged 12 through 18 were victims of about 202,000 incidents of nonfatal serious violent crime at school, and about 636,000 incidents away from school, according to *Indicators of School Crime and Safety, 1999.* The report was issued in September by the U.S. Department of Education's Office of Educational Research and Improvement and the Department of Justice's Office of Justice Programs.
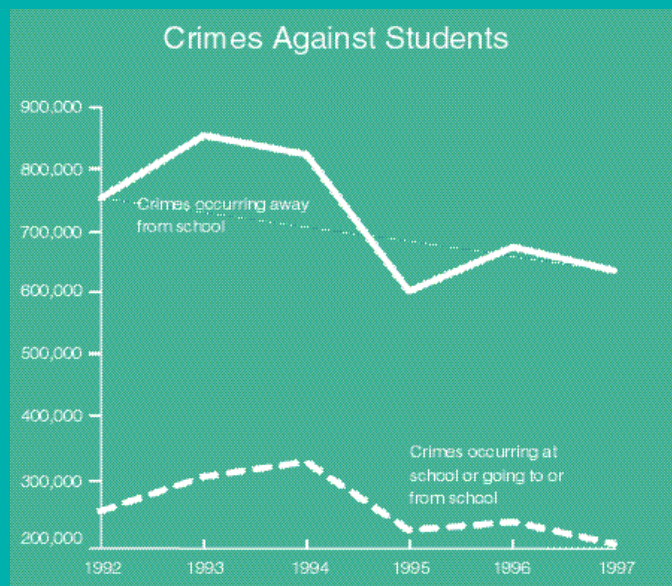
The data show that between 1993 and 1997, total nonfatal victimization rate for young people declined from 59 to 40 incidents per 1,000 students. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. These students were also victims of more than 2.7 million total crimes at school. During the same years, the percentage of students in grades nine through 12 who were threatened or injured with a weapon on school property in the past 12 months remained at about 7 or 8 percent. The percentage of students in grades nine through 12 who reported being in a physical fight on school property in the past 12 months remained relatively unchanged at about 15 percent between 1993 and 1997.

Another indicator of school violence is the number of crimes reported to the police. In 1996-97, middle and high schools reported similar levels of criminal incidents to police. About 20 percent of middle and high schools reported at least one serious violent crime, and about 55 percent reported at least one less serious violent or nonviolent crime. Elementary schools had a lower rate than either middle or high schools. In 1996-97, the percentage of schools reporting at least one serious violent crime was much higher in cities (17 percent) than in towns (5 percent) or rural areas (8 percent).

Prevalence of Bullying

Much national attention is focusing on bullying as a signifi-cant factor in school violence. Eight percent of all students in grades six through 12 reported that they had been victims of bullying at school during the 1992-93 school year (either in school, at school activities during the day, or on the way to or from schools). The incidence of bullying declined as grade level increased. Students in sixth grade were about four times as likely as students in 12th grade to report being bullied at school in the 1992-93 school year.

Despite Decline in Crime, Perception of Risk Rises

Students seem to feel less safe at school now than a few years ago. In 1989, 6 percent of students ages 12 through 19 "sometimes" or "most of the time" feared they were going to be attacked or harmed at school. By 1995, this percentage had risen to 9 percent. During the same period, the percentage of students fearing they would be attacked while traveling to and

Crimes Against Students

Crimes occurring away from school

Crimes occurring at school or going to or from school

TOTAL NUMBER OF NONFATAL CRIMES AGAINST STUDENTS, AGES 12-18, 1992 TO 1997. FROM: *INDICATORS OF SCHOOL CRIME AND SAFETY, 1999.*

VIOLENCE: CONTINUED FROM PAGE 1

from school rose from 4 percent to 7 percent.

The percentage of students ages 12 through 19 who reported avoiding one or more places at school for their own safety increased from 5 percent in 1989 to 9 percent in 1995. In 1995, the 9 percent figure represented 2.1 million students. Much of the 1989 to 1995 increase in the percentage of students in this age bracket fearing for their own safety at school resulted from an increased rate of fear among Black students. (The rate for Black students nearly doubled between 1989 and 1995, rising from 7 percent to 13 percent.)

The presence of street gangs on school property continues to be a concern and may lead to students feeling less safe. The percentage of students ages 12 to 18 who reported that street gangs were present at their schools increased from 15 percent in 1989 to 28 percent in 1995.

Drug Use at School

Drug use in school is a continuing concern. Although alcohol and marijuana use at school remained relatively unchanged between 1993 and 1995, marijuana use anywhere among students in grades nine through 12 increased. In 1997, about 26 percent of these students had used marijuana in the last 30 days. Almost one-third of all students in grades nine though 12 (32 percent)

reported that someone had offered, sold, or given them an illegal drug on school property. This was an increase from 1993 when 24 percent of such students reported illegal drugs available to them on school property.

Crime in Society

A month after the *School Crime and Safety* report came out, the FBI issued its annual *Crime in the United States* report (available on the Web at www. fbi.gov/ucr/98cius.htm). The FBI crime report gives perspective to the school numbers. Arrest figures for 1997-98 reveal that adult arrests fell by 1 percent. The arrests of juveniles feel even further, by 4 percent.

Arrests for violent crimes (for murder, forcible rape, robbery, and aggravated assault) declined 4 percent for adults. Juvenile violent crime arrests fell dramatically, dropping 8 percent. Property crime arrests (for burglary, larceny-theft, motor vehicle theft, and arson) echoed rates for violent crime. The adult rate fell 6 percent while that for juveniles dropped 11 percent.

Juvenile Crime Rates Fall

The reduction in school violence accompanies a reduction in overall juvenile violence. Violent juvenile crime in 1998 was at the lowest level in 11 years and down 30 percent from its 1984 peak, according to an analysis of FBI statistics

by the Justice Department's Office of Juvenile Justice and Delinquency Prevention. Included in the overall reduction was a 50 percent drop in violent and juvenile crime between 1993 and 1998 and a 33 percent drop in arrests for weapons violations for the same period.

Other juvenile crime rates also fell: the 1998 juvenile rape arrest rate was down 25 percent, compared to 1991; aggravated assault was down 20 percent from 1994; and robbery was down 45 percent from 1995. The actual number of juvenile arrests for every violent and property crime also fell, even though the number of juveniles in the population is increasing.
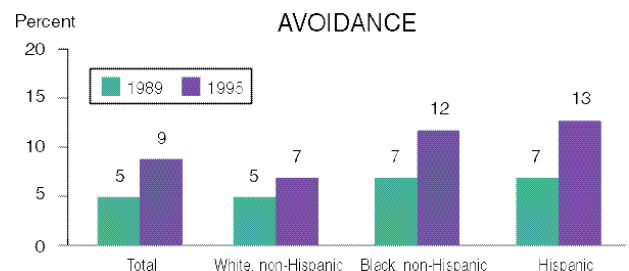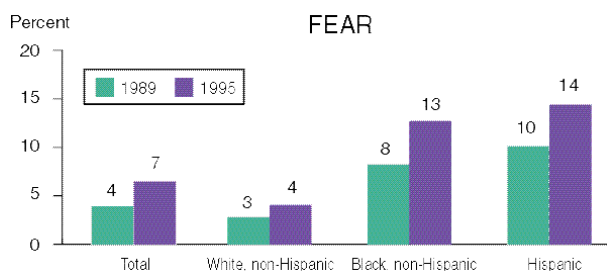
Indicators of School Crime and Safety presents a mixed picture of school safety. Despite a decline in the overall school crime rate, many students are more fearful for their safety at schools. The data in the report suggest that perceptions about school safety play a large part in the school climate. Further work is needed to fully understand the issues involved with school crime and safety.

(Three organizations and seven authors are credited with the report, which is available on the NRCSS Web page at www.safetyzone.org/pdf/ 1999057.pdf.)

Annie Woo is a Senior Associate in the Assessment and Evaluation program of the Northwest Regional Educational Laboratory.

CHARTS (LEFT): PERCENTAGE OF STUDENTS 12 THROUGH 19 WHO REPORTED FEARING BEING ATTACKED OR HARMED ON THE WAY TO AND FROM SCHOOL, BY RACE-ETHNICITY: 1989 AND 1995. (RIGHT): PERCENTAGE OF STUDENTS 12 THROUGH 19 WHO REPORTED THAT THEY AVOIDED ONE OR MORE PLACES IN SCHOOL, BY RACE-ETHNICITY: 1989 AND 1995. FROM: *INDICATORS OF SCHOOL CRIME AND SAFETY, 1999.*

FEAR — Percent. 1989, 1995. Total: 4, 7. White, non-Hispanic: 3, 4. Black, non-Hispanic: 8, 13. Hispanic: 10, 14.

AVOIDANCE — Percent. 1989, 1995. Total: 5, 9. White, non-Hispanic: 5, 7. Black, non-Hispanic: 7, 12. Hispanic: 7, 13.

NEW REPORT DISCUSSES SECURITY TECHNOLOGY FOR SCHOOLS BY JAMES W. FISCUS

Technology can be more placebo than cure for school security problems, but is of value when used correctly and wisely. The U.S. Department of Justice issued a report in September intended to help school leaders make sound decisions on the use of security devices.

The report, *The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies,* was published by the department's National Institute of Justice and prepared by security specialists from the Security Systems and Technologies Center at Sandia National Laboratories. Author Mary W. Green based the report on a seven-year research study of more than 100 schools. The report is intended primarily for use at middle and high schools, but elementary schools may also find it of value.

The report is a basic guideline for enforcement agencies and school administrators that will encourage them to collaborate in developing "safe schools strategies." The report should help planners "analyze their vulnerability to violence, theft, and vandalism, and suggest possible technologies to address these problems in an effective manner." It is the first of a planned series of manuals related to school safety.

The guide reviews existing, commercially available technologies and considers both the potential safety benefits of the technology and its cost to the schools. It is organized in five chapters: an overview of security concepts and operational issues, video surveillance, metal detection (both walk-through and hand-held scanners), entry control technologies, and duress alarm devices. Following the main text is a resource guide listing books, publications, Web sites, and conferences.

Overall Issues

Many programs, the author notes, attempt to deal with broad issues of bullying, violence, and related problems with long-term prevention and intervention. While these programs are vital, "Security incidents are occurring in schools that must be dealt with now—perpetrators must be caught and consequences must be administered."

The report lists five steps to preventing or reducing the dangers schools face: deterrence, detection, delay of a perpetrator to make capture easier (locking doors, etc.), response and investigation by the police or other authorities, and finally, the imposition of a consequence for the crime or misconduct.

As officials turn to technology in their fight to contain risks and prevent problems, they must chose the right methods for the risks they face and for their facilities. They must then apply that technology properly to succeed. "No two schools," the report warns, "will have identical and successful security programs–hence, a security solution for one school cannot just be replicated at other schools with complete success."

"Too often, though, these technologies are not applied appropriately in schools, are expected to do more than they are capable of, or are not well maintained after initial installation. In these cases, technologies are certainly not cost effective," the report cautions.

Schools have limited resources. Administrators must realize that the long-term cost of a system includes not only the thousands of dollars that may be spent to purchase equipment, but also the cost of maintaining the equipment and the high cost of trained personnel to run the devices.

Some potential systems may also be socially unacceptable to the community, such as video cameras in bathrooms or locker rooms, or a style of security fence that makes schools look like prisons. Planners must balance cost, effectiveness, and political and social acceptability before installing security equipment.

To plan an effective and appropriate security system, school leaders must understand the risks faced at the particular school. Is the greatest risk of theft, or of violence against students and staff, or is it a combination? What is the source of the danger? Does it come from outside of the school, or from members of the school community?

The report states that school boards must set security goals and communicate them clearly. The security staff must be given specific directions rather than "keep everything and everybody safe," and the security staff and administrators should in turn brief school boards on a regular basis.

The report cautions against viewing technology as a panacea for school violence. "Safety and security technology can only be one tool in a comprehensive program that each school must develop to create a safe learning environment that is perceived to be safe by all students and staff."

The report can be downloaded in ASCII text, html, and Adobe Acrobat file formats from the National Institute of Justice Web site at www.ojp.usdoj.gov/nij/pubs.htm

Free copies of the 140-page report—number NCJ 178265—can be ordered by sending an e-mail request to puborder@ncjrs.org, or by contacting:

   The Juvenile Justice Clearinghouse
   Publication Reprint/Feedback
   P.O. Box 6000- Rockville, MD 20849-6000
   Phone: 1-800-638-8736
   Fax: (301) 519-5212
   E-mail: askncjrs@ncjrs.org

For further information on the National Institute of Justice, its publications and research grant opportunities, send e-mail to askncjrs@ncjrs.org, or contact NIJ through:

   National Criminal Justice
   Reference Service
   P.O. Box 6000
   Rockville, Maryland 20849-6000
   1-800-851-3420 or (301) 519-5500

TOP: BULLET-RESISTANT CAMERAS, MOUNTED ON A LIGHT POLE IN A SCHOOL PARKING LOT, USE WIRELESS TRANSMISSION TO SEND DATA, ELIMINATING THE NEED FOR HEAVY CABLES.
BOTTOM: A TYPICAL COVERT SURVEILLANCE CAMERA, SHOWING ITS SIZE.
PHOTOS TAKEN FROM: *THE APPROPRIATE AND EFFECTIVE USE OF SECURITY TECHNOLOGIES IN U.S. SCHOOLS: A GUIDE FOR SCHOOLS AND LAW ENFORCEMENT AGENCIES,* NATIONAL INSTITUTE OF JUSTICE.

EFFECTIVE PREVENTION STARTS EARLY By ELIZABETH ADAMS

At the Violence Prevention Summer Institute, Oregon Superintendent of Public Instruction Stan Bunn requested that participants engage in two activities to promote violence prevention. First, he asked all in attendance at the Corvallis, Oregon, conference to establish a connection to a child: not their own child, but a child in need of adult attention. Second, he asked each person in the audience to write one letter per year to a legislator requesting additional funding for early childhood education.

Across the country, experts are urging communities to address the issue of violence prevention in early childhood. Research shows that teaching constructive parenting skills and providing high-quality preschool education promise to reduce future violence. Limiting preventive education to teenagers achieves "too little, too late," cautions Robin Karr-Morse, co-author of *Ghosts From the Nursery: Tracing the Roots of Violence* (Grove/Atlantic, 1999).

Many studies and literature reviews report that the earlier the intervention, the more effective it is. Marleen Wong, Director of Mental Health, Crisis Intervention Teams, and Suicide Prevention for the Los Angeles Unified School District who is now leading development of the nation's first student threat assessment team to identify and treat children and teenagers at risk for violent behavior, told the *Los Angeles Times,* "Recent research shows that early intervention offers the best hope for breaking cycles of violence."

TEACHING CONSTRUCTIVE PARENTING SKILLS AND PROVIDING HIGH-QUALITY PRESCHOOL EDUCATION PROMISE TO REDUCE FUTURE VIOLENCE.

Critical Years

As Karr-Morse explains, the first 33 months of life are critical to children forming connections and receiving the emotional nurturing that will foster resiliency in adulthood. Resilient adults typically possess capacities for empathy, self-control, problem solving, and the ability to foresee consequences—all capacities that are shaped by early life experiences.

Although early prevention programs are not inexpensive, investing in such programs would prevent high costs incurred by violent behavior later on, Karr-Morse argues.

Karr-Morse cites a long-term study of poor, African American children in Ypsilanti, Michigan. By comparing a group of children who participated in high-quality preschooling at ages three and four with peers who received no preschool education, researchers found that, by age 27, the youths who had attended preschool were more likely to have graduated from high school, to own their own homes, and to be married. The former preschoolers were also less likely than the control group to have been arrested, to have had out-of-wedlock births, or to have received welfare assistance. A 1998 analysis of the High/Scope Educational Research Foundation's Perry Preschool Project by RAND *(Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Intervention)* estimated the benefits per participant at $50,000 and the cost per participant at $12,000 — a benefit-to-cost ratio of more than four-to-one.

The 1998 RAND report, which reviewed nine programs, found:

■ Increased emotional or cognitive development for the child, typically in the short run, or improved parent-child relationships
■ Improved educational processes and outcomes for the child
■ Enhanced economic self-sufficiency, initially for the parent and later for the child
■ Decreased criminal activity
■ Improved health-related indicators such as child abuse, maternal reproductive health, and substance abuse

Kidsource Online, in the article, "What is Early Intervention?", cited a longitudinal study of children who had participated in the Perry Preschool Project. When schools invest about $3,000 per year per child on preschool education, they immediately begin to recover the investment through savings in special education services, the study found.

Recently, results from the federally funded Abecedarian Project move the need for care into infancy. The project studied 111 infants, half enrolled in an all-day care center offering educational, health, and social programs. The other half of the infants received extra social and nutritional support. The infants were randomly assigned to the groups. All entered public school after age five.

Throughout their school careers, the day-care students had higher IQ scores, better language skills, and higher academic achievement than the control group. They also were twice as likely to attend college.

Steps for Prevention

The American Psychological Association and the American Academy of Pediatrics suggest steps that both parents and caregivers of young children can take to prevent violence. Steps for parents include (but are not limited to):

■ Giving children consistent love and attention
■ Ensuring that children are supervised and guided
■ Modeling appropriate behaviors
■ Avoiding physical punishment
■ Maintaining consistent rules and discipline
■ Establishing a strong connection to the community

In addition, steps for caregivers and preschool teachers include (but are not limited to):

■ Offering parenting classes
■ Conducting parent training on life skills such as anger management, conflict resolution, and empathy
■ Teaching children at an early age that feelings are normal but violence is not acceptable
■ Being a positive role model

GROWING UP WITH VIOLENCE By ELIZABETH ADAMS

While much has been written about the value of preventive education in early childhood, many children must deal with the effects of violence before they are even old enough to attend preschool. The United States is now "the most violent country in the industrialized world, leading the world in homicides, rapes, and assaults," according to a 1993 position statement by *Young Children,* the journal of the National Association for the Education of Young Children.

Indeed, gun-related violence takes the life of an American child at least every three hours. In one Chicago housing project, all the children had witnessed a shooting by the age of five. A child growing up in Chicago is 15 times as likely to be murdered as a child growing up in Northern Ireland.

Further, an estimated 3 million children were reported to child protection agencies in 1996 as victims of various types of abuse, neglect, and maltreatment. That represents an increase of 161 percent since 1980. The increase is believed to result, at least in part, from the public's greater willingness to report suspected incidents.*

Developmental Context

Dr. Stephen Marans of the Yale Child Study Center directs the center's collaboration with New Haven's Community Policing Project. He teaches police officers—often the first on the scene after a child witnesses violence—to understand trauma reactions in a developmental context. According to Marans, children vary in their reactions to violence. Commonly observed responses include concern about and desire for the presence of parents or other primary caregivers; denial; recurring memories of previous losses; emotional affects ranging from tearfulness to a lack of affect; anger; blaming; apparent indifference; and/or bravado.

"Violent events threaten a child's sense of secure attachment, which is an essential, stable base from which the child can venture forth in exploration of the surrounding world," Marans explains. "Confronted with adults who harm or fail to protect them, young children may turn inward … and attempt to rely on their own largely inadequate internal resources. This unreliability can be particularly devastating to toddlers, whose increased ability to function autonomously rests on the parent's ability to encourage …. Such young children may increasingly doubt their own competency."

Other common behaviors in young children who witness violence include clinging to parents, anxiety, sleep disturbances, temper tantrums, and over-reliance on magical thinking in an attempt to re-establish a sense of control (such as wrongly concluding that their own thoughts are powerful and dangerous).

The effects of violence on children "are widespread and can permeate all areas of development, beginning in infancy and continuing through childhood," asserts Lorraine B. Wallach in her 1993 article, "Helping Children Cope With Violence." According to Wallach, "Children who grow up under conditions that do not allow them to develop trust in people, and in themselves, or learn to handle day-to-day problems in socially acceptable ways are at risk for pathological development. . . . Children," says Wallach, "learn by identifying with the people they love."

Meaningful Relationships

The most important contributor to resiliency in abused children or children exposed to incidents of violence is the development of "meaningful relationships with caring and knowledgeable adults," Wallach says. She also stresses the therapeutic value of such activities as play, art, and storytelling for children. One program in the southern California city of Inglewood combines a mentoring program with group therapy in an effort to treat the effects of violence on young children. The goals of group therapy include acceptance of each child's experiences, increased affect tolerance and emotional responsiveness, and enhanced social skills. The mentoring component was added to the program out of an appreciation for the strong influence of violence on the child's emerging sense of a social contract. Mentors allow children to discuss and elaborate in play, drawing, and narrative their ideal world, focusing on the institutions of home, neighborhood, school, and police.

Young Children calls for a commitment on the part of those in the early childhood profession to "helping children cope with violence in their lives and promoting resiliency through partnerships with parents; early childhood programs and curriculum; and professional preparation, development, and support." But perhaps the most important step is to be willing to advocate on behalf of public policies that focus energy and resources on prevention rather than criminal justice strategies alone.

"All adults," *Young Children* concludes, "must assume the responsibility for keeping children safe. Our society cannot afford the devastating effects of failing to protect its children."

*Poe-Yamagata, E. (1997). Number of children reported to protective service agencies, 1980-1996. Adapted from M. Sickmund, H. Snyder, & E. Poe-Yamagata, *Juvenile offenders and victims: 1997 update on violence.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Retrieved December 23, 1999, from the World Wide Web: ojjdp.ncjrs.org/ojstatbb/qa036.html

"ALL ADULTS MUST ASSUME THE RESPONSIBILITY FOR KEEPING CHILDREN SAFE."
— *YOUNG CHILDREN*

RESOURCES FOR EARLY INTERVENTION

The Center for the Study and Prevention of Violence at the University of Colorado (www.colorado.edu/cspv/blueprints/model/) has links in its Blueprint for Prevention section to 10 programs that have met rigorous criteria for effectiveness. The programs were selected from a review of more than 450 violence prevention programs, including:

■ **Big Brothers Big Sisters of America (BBBSA),** which has been providing adult support and friendship to youth for nearly a century

■ **Functional Family Therapy (FFT),** an outcome-driven prevention/intervention program for youth who have demonstrated the entire range of maladaptive, acting out behaviors and related syndromes

■ **Multisystemic Therapy (MST),** an intensive family- and community-based treatment that addresses the multiple determinants of serious anti-social behavior in juvenile offenders

■ **Multidimensional Treatment Foster Care (MTFC),** a cost-effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency

■ **Bullying Prevention Program,** a universal intervention for the reduction and prevention of bully/victim problems

■ **PATHS (Promoting Alternative THinking Strategies)** Curriculum, a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom

For more information, contact: Center for the Study and Prevention of Violence, University of Colorado, Boulder, Institute of Behavioral Science, Campus Box 442, Boulder, Colorado 80309-0442; phone: (303) 492-8465; fax: (303) 443-3297; e-mail: cspv@colorado.edu; Web site: www.colorado.edu/cspv

Strengthening America's Families, which operates at the University of Utah, provides technical assistance and training for delinquency prevention efforts. Their Web site (www.strengtheningfamilies.org/) provides information at its Model Programs section on more than 30 exemplary, model, and promising programs that have meet varying levels of rigorous review. The site offers an analysis of each program.

Other programs of interest:

■ **Second Step:** School-based violence prevention program designed for children from preschool through the ninth grade. Curriculum includes classroom-based lessons on empathy training, impulse control, and anger management. Contact: Client Support Services, Committee for Children, 2203 Airport Way South, Suite 500, Seattle, Washington 98134-2027; phone: 1-800-634-4449; Web site: www.cfcchildren.org

■ **Houston Parent-Child Development Center (PCDC):** Two-year parent/child education program designed to promote social and intellectual competence among low-income, Mexican American families with children ages one to three. Contact: Dale Johnson, Department of Psychology, University of Houston—University Park, Houston, Texas 77004; phone: (713) 743-8508.

■ **Syracuse Family Development Research Program (FDRP):** A largely African American sample of first-time mothers from impoverished communities is provided with an array of health and human service resources. Contact: Alice S. Honig, 201 Slocum Hall, Syracuse University, Syracuse, New York 13244; phone: (315) 443-4296; e-mail: ahonig@mailbox.syr.edu

■ **Yale Child Welfare Project:** Medical and social services are provided to a predominantly African American sample of low-income first-time mothers. Contact: Victoria Seitz, Yale University, Department of Psychology, Box 11a, Yale Station, New Haven, Connecticut 06520;

phone: (203) 432-4588; e-mail: victoria.seitz@yale.edu

■ **Choosing Non-Violence (CNV):** CNV is an educational approach developed by Rainbow House and tested for four years in Chicago's Head Start program. CNV begins with teacher training in which teachers are asked to analyze the violence they have experienced in their own lives and address topics such as violence's effect on children. Parents simultaneously participate in a similar training focusing on parenting skills. Contact: Rainbow House, Choosing Non-Violence, P.O. Box 29019, Chicago, Illinois 60629; phone: (312) 521-5501.

■ **First Step to Success:** Early intervention program designed to divert anti-social kindergartners from a path leading to adjustment problems, school failure, and dropout. The program incorporates collaboration between home and school and consists of three interrelated modules: a screening of kindergartners to identify those at risk; a school intervention component involving teachers, peers, and parents; and a parent-training component. Contact: Sopris West, Inc., 4093 Speciality Place, Longmont, Colorado 80504; phone: 1-800-547-6747 or (303) 651-2829; Web site: sopriswest.com

■ **The Fast Track Prevention Program:** A multi-site demonstration prevention research project funded primarily by the National Institute of Mental Health. Children and families at each of four sites are participating in a field trial and developmental study designed to evaluate the short-term and long-term effects of prevention efforts. The program supports the implementation of the school-based PATHS Curriculum and provides supplemental support services to assist in adaptation to first grade. Web site: fasttrackproject.org

■ **The Comer/Zigler Initiative:** Collaboration between the Comer School, which offers year-round child care and family-support services, and the School

NRCSS SUPPORTS MISSISSIPPI DELTA INITIATIVE

NRCSS will provide a two-and-a-half-day training workshop in support of the Mississippi Delta Initiative, which is part of President Clinton's New Markets Program. The initiative is being organized by the Interagency Mississippi Delta Taskforce, chaired by U.S. Transportation Secretary Rodney Slater. The region of the Mississippi Delta Initiative includes the river's flood plain in 219 counties and seven states (Arkansas, Illinois, Kentucky, Louisiana, Mississippi, Missouri, and Tennessee).

The workshop will provide technical assistance and training for school districts, concentrating on helping schools assess their current safe schools plans, understand the components of a comprehensive approach to safe schools, and helping districts review and update their emergency response procedures. The workshop and other resources will be tailored to meet the Delta's special issues and needs. The Center will provide long-term technical assistance to the participants.

The Center will offer the session March 9, 10, and 11 in Jonesboro, Arkansas. To obtain additional information, contact NRCSS.

RESOURCES

NRCSS issues CD-ROM Draft of Resource Collection on Safety

The NRCSS is making available at no cost an extensive collection of school safety documents on CD-ROM. The collection is a working draft issued as a field test. NRCSS requests users of the CD-ROM to send the Center feedback on their use of the disk. Instructions for returning comments are included with the package. The documents are in Adobe Portable Document Format (PDF). The disk is compatible with both Macintosh and Windows computers and has copies of Adobe Acrobat Reader in both formats. Included are reports, fact sheets, guides, and newsletters from the Office of Juvenile Justice and Delinquency Prevention, the National Institute of Justice, the U.S. Department of Education, the Hamilton Fish National Institute, and the Northwest Regional Educational Laboratory.

To order copies of the CD-ROM, send an e-mail message with your name and mailing address to: safeschools@nwrel.org

You may also write the Center at the address shown on the last page of the newsletter or call 1-800-268-2275.

Be sure and tell us how many copies you need, and send us your comments on the draft.

NRCSS Resource Library

The NRCSS Library contains books, journals, videotapes, CD-ROMs, and other resources to help people create safe schools. Special areas of focus include bullying, safe school plans, crisis management, violence prevention, law-related education, and conflict resolution.

Library materials may be requested by schools, law enforcement agencies, state and county agencies, and organizations with verifiable addresses from the Center's Web site (www.safetyzone.org/safe) or by calling 1-800-268-2275. Individuals may also request materials by interlibrary loan through their local library. Materials may be checked out for one month and can be returned through the mail. Items can be renewed—by phone or e-mail—if they have not been placed on hold.

Action Guide Published—Safeguarding Youth: An Action Guide to Implementing Early Warning, Timely Response

As a follow-up to last year's report, *Early Warning, Timely Response: A Guide to Safe Schools,* the Center for Effective Collaboration and Practice of the American Institutes for Research and the National Association of School Psychologists have published an action guide to help schools implement the earlier proposals. The guide has a publication date of January 2000, and will be available from the Web site of coauthor David Osher (www.ed.gov/offices/OSHERS/OSEP), or by contacting the U.S. Department of Education, Special Education and Rehabilitative Services, Room 3131 Mary E. Switzer Building, Washington, DC 20202. Phone (toll-free) 1-877-433-7827.

of the 21st Century, a model school predicated on the belief that public schools can help alleviate the stress associated with poverty. The program includes: year-round, all-day child care for children ages three to five; before- and after-school care, and vacation care, for school-age children; outreach and guidance for parents; support and training for family day-care providers; and information and referral services for the entire school community. Contact: Yale Bush Center, 310 Prospect Street, New Haven, Connecticut 06511; phone: (203) 432-9943; Web site: www.yale.edu/bushcenter/21c

CALENDAR

January 13–15	Sixth Joint National Conference on Alternatives to Expulsion, Suspension, and Dropping Out of School, Hyatt Orlando Hotel, Orlando, FL. Contact: Safe Schools Coalition, Inc., P.O. Box 1338, Holmes Beach, FL 34218-1338, (941) 778-6652, 102630.2245@compuserve.com, Web site: www.ed.mtu.edu/safe/
February 4–8	The National Association of Secondary School Principals (NASSP), 84th Annual Convention, San Antonio, TX. Contact: Lori Fyock, e-mail: fyockl@nassp.org, (703) 860-7262, organization Web site: www.nassp.org/index.htm
February 6–8	National Dropout Prevention Center/Network Annual National Forum (12th): America's At-Risk Youth, Myrtle Beach, SC. Contact: National Dropout Prevention Center/Network, Web site: www.dropoutprevention.org
February 17–19	Second Joint National Training Program on School Crisis Management, Hyatt Orlando Hotel, Orlando, FL. Sponsored by the Safe Schools Coalition, Inc. Contact: Same as first event listed above.
March 5–8	Georgia Southern University Annual National Youth-At-Risk Conference (11th): Reclaiming Our Youth: Building a Nonviolent Society, Savannah, GA. Contact: Georgia Southern University/Southern Center for Continuing Education, Web site: www2.gasou.edu/contedu/yar2000.html
March 18–21	Valuing Diversity & Inspiring Learning: National Association of Elementary School Principals, New Orleans, LA. Web site: www.naesp.org/prog.htm, contact: The National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314, 1-800-38-NAESP, e-mail: naesp@naesp.org
March 28–April 1	National Association of School Psychologists Annual Convention, New Orleans, LA. Contact: NASP, Conventions and Meetings, 4340 E. West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, ext. 216, Web site: www.naspweb.org/convention.html
April 2–April 5	American Bar Association, National Law-Related Education Leadership Conference, Atlanta, GA. Annual meeting of Youth for Justice state coordinators will be held in conjunction with conference. Contact: American Bar Association, Division for Public Education, e-mail: leitermh@staff.abanet.org, (312) 988-5736, fax (312) 988-5494, Web site: www.abanet.org/publiced/lreconf00.html

NATIONAL RESOURCE CENTER FOR SAFE SCHOOLS
Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500
Portland, OR 97204

BULK RATE
US Postage
PAID
Portland, OR
Permit No. 250